**IEP Goal Writing Check Sheet**

**General Criteria for Writing a Goal**

|  |  |  |
| --- | --- | --- |
| **Condition (When, With What, and Where?)**  Write the condition here: | Yes | No |
| Does the goal describe **when or under what conditions** the behavior will take place?  ***Examples****: when the bell rings between classes, when given an opportunity to speak, when the teacher gives a signal to begin* |  |  |
| AND/OR: Does the goal describe **what** the student will use to perform the behavior?  ***Examples****: using a pen with a gripping device, with a chapter from the end of a 9th grade reading textbook, using course-required tools in the woodshop* |  |  |
| AND/OR: Does it describe **where** the behavior will be observed or assessed?  ***Examples****: in the cafeteria, on the bus, in the classroom* |  |  |
| **Student’s Name (Who Will Be Doing the Behavior?)**  Write the student’s name here: | Yes | No |
| Is the student’s **first name** listed as the subject of each clearly defined behavior? |  |  |
| **Clearly Defined Behavior (Do What to Whom or What?)**  Write the clearly defined behavior here: | Yes | No |
| Is the behavior described an **action**?  In other words, can it be described in terms of **what the student will do**? Can you close your eyes and visualize student **DOING** something?  ***Examples****: say his name, write the lowercase letters of the alphabet, read orally a chapter from a 10th grade text book, type a list, bring materials to class, complete job application, orally request accommodations,*  ***Non-examples****: understand his numbers, know his spelling words, demonstrate the understanding of, behave in class, comprehend what is said, improve his speech* |  |  |
| Can the behavior be **observed**?  (Does it pass the “dead man’s test” and the “private events” test?)  **Dead man’s test** = if a dead man can do it, it’s not a behavior.  ***Examples****: will not call out in class, will not curse, will not throw objects*  **Private events test** = thoughts and feelings that have no outward behavioral manifestation.  ***Examples****: write his name legibly in cursive, tie a bow on his shoe*  ***Non-examples****: will think about, will consider* |  |  |
| **Performance Criteria**  **(how well, how many times, over what period of time?)**  Write the performance criteria here: | Yes | No |
| Can the behavior be measured in quantifiable or qualitative terms?  ***Examples****: on 3 out of 4 occasions, 20% of reading time, 4 on a scale of 1-5 with 5 being the highest level of achievement*  ***Non-examples****: most of the time, less than expected, as best he can* |  |  |
| Is the criterion level (level the student must demonstrate for mastery, how well the student performs) stated in **measurable** terms? |  |  |
| Is it important that the student demonstrate mastery more than once? Is that number included? |  |  |
| Is a **consistency level** stated: a certain level of performance over a given period of time? Is there an ENDpoint?  ***Examples****: 90% correct over five consecutive tests, a level of 5 on four consecutive occasions*  ***Non-examples:*** *every nine weeks, each nine week grading period over the school year* |  |  |
| Is there a stated **schedule** of assessment/evaluation?  ***Examples****: daily, weekly, bi-weekly, upon each opportunity* |  |  |
| Is the **method** of assessment/evaluation clearly stated?  ***Examples****: based upon homework samples, based upon words spoken during specified group interaction times, based on words read during an oral reading trial* |  |  |